

ANNUAL REPORT
OF THE
FEDERAL BOARD
FOR
VOCATIONAL EDUCATION

1917



WASHINGTON
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1917

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FEDERAL BOARD FOR VOCATIONAL EDUCATION.

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Home Economics.

CHARLES H. WINSLOW,
Assistant Director for Research.

All communications should be addressed to

The Federal Board for Vocational Education, Washington, D. C.

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JAN 15 1918

FEDERAL BOARD FOR VOCATIONAL EDUCATION,
Washington, D. C., December 1, 1917.

*To the President of the Senate and the Speaker of the House of
Representatives of the Sixty-fifth Congress:*

In accordance with section 18 of the act of Congress approved
February 23, 1917, I have the honor to submit the following report.

Respectfully,

D. F. HOUSTON, *Chairman.*

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REPORT OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION.

GENERAL DISCUSSION.

Less than two months before the entrance of the United States into the great war, the Smith-Hughes Act was approved by the President; within three months after the declaration of war the board created by that act had been appointed and was at work. Thus, at a critical time in our national existence a Federal agency came into being, charged with a duty the proper fulfillment of which in war or in peace is vital to national defense and prosperity.

This duty is to promote vocational education in cooperation with the States. Translated into less formal language, this duty is to extend and democratize the secondary public-school system of the United States so as to offer broad practical training for useful employment to the growing millions of our boys and girls who, for want of such training, are going unprepared for their life work into agriculture, industry, commerce, and the home. The passage of the law in question, however, the organization of the board under that law, and even the first months of the operation of the law represent only the beginnings of a task which will require years in the performance. That this mere beginning should have been made at such a time as this and under such circumstances as those in which the Nation now stands is a matter inspiring to the officers upon whom rests the immediate responsibility for planning the new system, administering and building it into a thing of service for the people of the United States.

Stimulation by the war.

The war has fortunately brought home to the country both the fact of our need for vocationally trained men and women, and the fact of our want of facilities for training men and women vocationally. The war has, furthermore, disclosed a military and industrial shortage of trained workers, and without doubt has stimulated the States in their response to the cooperation offered by the vocational education act.

It is too early to render a report of very substantial progress under the law by which this board was created; the details of such achievement as there has been are set forth in the second part of this document.¹ But the board believes that it is proper to describe here the general character of its business in such terms as to render a true account of its work since its organization late in July.

Organization.

The first three weeks were spent in the preliminaries of organization, in securing a director and staff qualified by experience to begin

¹ See p. 11 et seq.

the execution of the duties prescribed by law. At the same time, a series of conferences with the representatives of the States which had accepted or were about to accept the act were arranged for the last 10 days of August. These conferences were designed to serve the double purpose of clarifying in the minds of the board the problems to be met and of inaugurating the kind of contact with the States, without which success would be impossible. The conferences are a matter of formal stenographic record. From the discussions around the table there were developed a series of memoranda outlining the requirements of the law itself, stating the preliminary policies of the board, and setting forth the opinions of the legal adviser on points which required special interpretation.

Inasmuch as a new school year was about to begin, it was necessary to proceed as rapidly as possible to an examination of the plans proposed by the State Boards for Vocational Education. Under the law, these plans must be approved by the Federal board before Federal moneys can be paid out for the salaries of teachers and for the training of teachers in subjects prescribed by the statute. Up to the 27th of November, 46 States had accepted the law either by specific provisions of a legislature or by act of a governor; and up to the 27th of November the plans of 22 States had been examined by the board, approved, and the board had certified to the Secretary of the Treasury that these States were entitled to receive the allotments for the year 1917-18 apportioned by the terms of the statute. Expressed in dollars and cents, the total payment of Federal moneys to these States for the year 1917-18 allotted to the payment of the salaries of teachers in agriculture, trade, home economics, and industry, and the payment of the training of teachers in these subjects, will amount to \$857,973.94.¹

Not a small part of the time and energy of the board has been expended in the matter of regional administration. For the purpose of administration and inspection under the law, the board divided the country into five regions and assigned to each region one or more agents.² Conferences between these agents and the staff have been held at Washington, and a beginning has been made by the agents themselves in the matter of surveying their respective territories, advising and assisting the State boards, visiting and inspecting the State Boards of Vocational Education at State capitals and the work of educational institutions receiving Federal moneys. The agents of the board are charged with a heavy responsibility. Upon their understanding of both the letter and the spirit of the law, as well as upon their practical interpretation of that spirit and letter, depend much of the success of the future.

Cooperation with other departments.

Side by side with the gradual building up of the cooperation with the States, the board, at the request of the War Department³ and

¹ See p. 16 for table of allotments.

² See p. 12.

³ See p. 14.

the United States Shipping Board,¹ has undertaken to assist in securing the training of men especially needed in the prosecution of the war. The necessity for this assistance was great—far greater, indeed, than the actual assistance yet given or which the board is able to render with its present budget. The war had, so to speak, found the United States *vocationally unprepared*. While the building up of a permanent system of vocational education was clearly the first task of the board, nevertheless the emergency demanded emergency effort for the solving of the problem of training men in those skilled occupations needed in the carrying on of hostilities.

It may not be proper in a public report for this board to disclose in detail the vocational requirements of other departments of the Government. But it should be a matter of the widest-spread public knowledge that this board, cooperating with other departments of the Government, has undertaken the establishment of a series of special war-training classes, designed, in the main, to fit drafted men not yet called to the cantonments for various occupations requiring other than military schooling. The general principles underlying this training are as follows:

Training conscripted men.

This preliminary training is to be voluntary and limited to the actual needs of the Army as indicated by the several departments. None but physically fit conscripted men due for the second and following drafts may be admitted to the training courses. Classes will be held for the most part in the evenings, on Saturday afternoons, and Sundays, thus permitting the men to continue their regular occupations as uninterruptedly as possible. Certificates of efficiency will be issued to the men upon completion of the course or when dropping out of the course. These certificates or records will be taken by the student to the cantonment as evidence of work done by him in preparing for an occupation which the Army needs. Tuition will be free, and equipment and instructors are to be furnished by the schools cooperating, except in such cases as Government aid might be desirable and necessary. Records of the numbers of such men under training in any subject or locality, as well as information as to name, residence, status as to draft call, cantonment to which they would be called, occupation for which they took training, other occupations in which they have had experience, etc., are to be compiled by the board for its own information and for the information of the War Department.

In doing this work, the board has acted in a wider capacity than as an administrative board dealing with the appropriations to the States controlled by the State boards. It has acted under section 6 of the vocational education act, authorizing the making of studies and investigations. So far as schools undertaking this work which receive Federal money are concerned, they are under the control and supervision of the State Boards for Vocational Education, just as

¹ See p. 14.

they are with regard to any other approved work in which Federal funds are used.

Thus for the first time in the history of the United States the schools of the country were called upon by the Federal Government to undertake vocational training. While it is yet too early to state with accuracy the result of this "mobilization," it may be said that the response from the schools was one highly to the credit of the patriotism and energy of America's educational institutions; and the board is convinced that this emergency program has greatly stimulated not only the idea but the practice of vocational education.

The investigation into shipbuilding occupations is still in progress and has not at the time of the submission of this report resulted in the development of training classes similar in purpose to those intended for conscripted men.

In this connection it should be pointed out that during the continuance of the present emergency it may be necessary for the board to extend its service much further along this line in order to meet the war demands for mechanics and technicians both in the Army and in industry.

Disabled soldiers and sailors.

Another war activity, to which the board has given much time, is an investigation into the question of the vocational reeducation and placement of disabled soldiers and sailors. This investigation is made under section 6 of the law, which imposes upon the Federal board the duty of making studies and reports for the purpose of aiding States in the establishment of vocational schools and classes. This investigation is intended to develop such facts as may be necessary in the formulation, at an early date, of a plan to meet the situation which is expected to arise upon the return to this country of war cripples. Every belligerent nation in the present great struggle in Europe has taken measures to restore its citizens, handicapped as a direct result of their military employment, so as to enable them, as far as possible, to resume useful industrial employment. This investigation, which is already well in hand, includes the study not only of the probable number of men thus returned, but also a review of the economic issues involved, a discussion of methods of financing and administering the work of reeducation, an examination of possible agencies and methods of cooperation, and a study of the kinds of workshops necessary to promote further vocational education in these classes. In this task the board has been able to secure the services of experts who have brought to the problem a fund of special knowledge, without which progress would have been impossible. Plans are under way for cooperation with the Office of the Surgeon General of the War Department.

At an early date the board plans to assemble information on this subject which will prove of value to every agency concerned in caring for the handicapped men returning from the front.

Progress of vocational education.

The movement for vocational education is progressing so rapidly that no complete account of the schemes that are being proposed and adopted can be given within a limited space. In addition to the passage by Congress of the Smith-Hughes Act, there is to be recorded the acceptance by practically every State of the provisions of this law. At the same time many State systems of vocational education were established. In the majority of cases these schemes are integral parts of the State public school system, and are maintained to a large extent by State funds, and supervised by the State educational authorities.

This year for the first time teacher-training systems in agriculture, home economics, and industry have been established. These systems are in most instances financed by the States alone, but in the instance of approved work Federal aid will be forthcoming. The meeting in this way of the most important problem of the preparation of teachers marks a long step in the right direction. Again, through State and Federal aid, many new vocational schools have been established in small communities which, without such assistance, would be unable to bear the financial burdens thus necessarily imposed. Next year the board will render a more complete report of the progress of vocational education for the year beginning January 1, 1917.

By far the most important event of the 12 months just passed in vocational education was the passage of the Smith-Hughes Act. This event has marked the beginning of a new era in vocational education in the United States. From now on vocational education is a matter to which the energies of both State and Federal governments will be directed. Its establishment means much for the defense as well as for the prosperity of the people of the country. It means an immediate extension of our secondary public school system so as to furnish practical education for the wage-earning employments. It means, furthermore, that this extension will be carefully planned and ordered. It means an end to haphazard extension of vocational education. It means that a program can be agreed upon and can be developed progressively from year to year.

REPORT OF PROGRESS IN DETAIL.**PASSAGE OF ACT.**

The Smith-Hughes Act for the promotion of vocational education was approved by the President February 23, 1917.

APPOINTMENT OF THE BOARD.

On July 17, 1917, the President, by and with the advice and consent of the Senate, appointed the following members of the board: James P. Munroe, for one year; Charles A. Greathouse, for two years; Arthur E. Holder, for three years. These appointees, together with the Secretary of Agriculture, D. F. Houston, the Secretary of Com-

merce, W. C. Redfield, the Secretary of Labor, W. B. Wilson, and the United States Commissioner of Education, P. P. Claxton, under the law, comprise the board.

ORGANIZATION.

The first meeting of the board was held in the office of the Secretary of Agriculture on July 21. Secretary Houston was elected chairman, Mr. Munroe was elected vice-chairman, and Commissioner Claxton, secretary.

STAFF.

Dr. Charles A. Prosser was on August 15 appointed director for the board. On August 13 the following assistant directors were appointed: Agriculture, Layton S. Hawkins; Industrial Education, Lewis H. Carris; Home Economics, Josephine T. Berry; Research, Charles H. Winslow. On November 9, Dr. Cheesman A. Herrick was appointed special agent for commercial education to serve temporarily in the place of an assistant director for this subject.

REGIONS AND REGIONAL AGENTS.

For the purpose of administration and inspection under the law, the board has divided the country into five sections as follows:

1. *North Atlantic*: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Delaware, and Maryland. Headquarters to be in New York City.

2. *Southern*: Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Mississippi, Alabama, Arkansas, Louisiana, and Texas. Headquarters in Atlanta.

3. *North Central*: Michigan, Ohio, West Virginia, Indiana, Kentucky, Wisconsin, Illinois, Minnesota, Iowa, and Missouri. Headquarters in Indianapolis.

4. *West Central*: North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Montana, Wyoming, Colorado, and New Mexico. Headquarters in Kansas City.

5. *Pacific*: Idaho, Utah, Arizona, Nevada, Washington, Oregon, and California. Headquarters in San Francisco.

An agent of the Federal board for agriculture and trade and industrial subjects is to be assigned to each region; agents for home economics, as well as the special agents for industrial and trade education for girls and women, at present have their headquarters in Washington.

The duties of the Federal agents are in general to act as administrative representatives of the Federal board in the field, to gather information regarding methods adopted by the State boards for the administration of the act in each region, and to inspect the work of the State boards in so far as it has to do with the requirements of the law, with the decisions and policies of the Federal board, and with the approved plans for the States.

The agents thus far appointed are as follows:

For Agriculture: North Atlantic States, Raymond W. Heim; Southern States, C. H. Lane and H. O. Sargent; East Central States, J. A. Linke; West Central States, W. F. Cramer; Pacific States, W. G. Hummel.

For Industrial Education: Southern States, Roy Dimmitt; East Central States, R. J. Leonard; West Central States, J. O. Wright; Pacific States, Ben Johnson.

Agents for Home Economics: Alice M. Loomis and Anna R. Richardson.

Special Agent for Womens' Trades: Mrs. Anna L. Burdick.

CONFERENCES.

From August 17 to 28 the board held at Washington a series of conferences with representatives of State boards of education and vocational education. At these conferences the purpose of the law was discussed with particular reference to the general principles upon which it is based and the methods by which these principles should be brought into practice. A series of memoranda was prepared at this time for the information of State school officials and others concerned in the work.

PUBLICATIONS OF THE BOARD.

Circular of Information No. 1, For Use in Training Conscripted Men as Radio and Buzzer Operators (International Code) in the United States Army. October, 1917.

Bulletin No. 1, The Smith-Hughes Act: Policies of Federal Board for Vocational Education. November, 1917.

Annual Report, December, 1917.

STUDIES AND INVESTIGATIONS IN PROGRESS.

Vocational problems in connection with the military departments of the Government, including the needs of the shipbuilding plants and munitions plants.

Vocational rehabilitation of crippled soldiers and sailors.

Training teachers, supervisors, and directors of agriculture.

Plant and equipment for agricultural schools.

Organization of secondary schools in agriculture, including courses of study and supervision.

Materials and methods in secondary school agriculture.

Supervised practical work in agriculture, including the home project method of instruction.

Teacher-training for trades and industries.

Home economics education as vocational education in schools and classes receiving Federal aid.

Teacher-training for teaching of home economics subjects.

Suggestive courses of study and content of courses in home economics.

Buildings and equipment for schools or departments having classes in trades and industrial subjects.

Part-time and general continuation schools with recommendations.

Training of conscripted men for occupations in the Quartermaster Corps, in the Signal Corps, and in the Engineer Corps.

COOPERATION.

1. *United States Shipping Board.*—At the request of the United States Shipping Board, and with a view to learning how workers from different skilled trades could best be prepared by vocational courses for shipbuilding occupations, the research department undertook a survey of occupations in the shipbuilding field. Agents were assigned to make occupational analyses in one of the big shipyards of the country. At the time of the preparation of this report this field investigation is still under way, and the board is cooperating closely with the shipping board. In its appeal to the board for assistance the shipping board stated:

One of the chief emergency problems concerning our country to-day is to build ships rapidly. We can not win this war without ships and we can not build them until we have trained shipyard workers. Our shipyards are compelled by the situation to undertake a large industrial training program, and many of them are in need of competent men to direct emergency training in the yards.

2. *War Department.*—Growing out of conferences between officials of the board and officers of the general staff, an arrangement was perfected late in October, with the approval of the Secretary of War, for the utilization of the educational facilities of the United States by the board in cooperation with the War Department for the purpose of training drafted men in various occupations prior to their reporting at the cantonments. An order signed by the Adjutant-General of the War Department, under date of November 3, 1917, to the commanding generals of all departments and the chiefs of bureaus, reads, in part, as follows:

1. The Secretary of War directs that you be informed as follows:

a. The Federal Board of Vocational Education, authorized by act of Congress, February 23, 1917, of which Dr. C. A. Prosser is director, is now organized and is in close cooperation with the vocational schools of the country. This board is prepared to institute a comprehensive system of preliminary training of men of the second and subsequent drafts prior to their reporting at cantonments. * * *

d. It is the desire of the Secretary of War that the chiefs of bureaus maintain close cooperation with this board, furnishing such information as to number of men desired to be trained, necessary courses, etc. For this purpose the chiefs of bureaus will deal directly with Dr. Prosser.

(a) *Signal Corps:* As a result of conferences and correspondence with officers of the Signal Corps of the United States Army the board early in October undertook to institute a comprehensive system of preliminary training of men of the second and subsequent drafts as radio and buzzer operators. A circular of information was prepared and published by the board for the benefit of State boards of education, school superintendents and principals, teachers, and men

intending to take the instruction. Copies of this circular were distributed together with letters appealing to schools to inaugurate evening classes in order to supply the serious shortage of operators. Up to November 27, 48 schools had established classes as requested; and reports from every section of the country indicated that these emergency vocational classes were being started as rapidly as circumstances would permit.

(b) Quartermaster Corps: As the result of conferences with officers of the Quartermaster Corps the board has undertaken a study of vocational training required in order to fit drafted men for the fifty-odd occupations in the service of this department of the War Department. When this report went to press this study was not completed. Measures, however, similar to those taken in connection with the training of radio and buzzer operators for the Signal Corps will be taken by the board in cooperation with the Quartermaster Corps.

REPORTS FROM THE STATES.

The law provides that State boards "shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this act." Inasmuch as no Federal funds were paid to the States prior to September 1, 1917, no such reports were made to the Federal board this year.

The Federal board, however, has prepared and put into the hands of the State Boards for Vocational Education a series of blanks on which to make their annual reports for the year ending June 30, 1918. These reports cover the following items:

Receipts from Federal funds, classified as to amount and purpose. Expenditures from Federal funds, State funds, and local funds, classified similarly. Expenditures from all funds classified in detail according to use. Summary of expenditures from all funds for all teacher-training purposes; for teacher—training in agriculture; for teacher—training in trade and industrial subjects; for teacher—training in home economics; and for teacher—training by institutions. The report requires, in addition, answers to such questions as, Were disbursements to schools made as reimbursements or advancements? On what dates were disbursements made? What is the basis of disbursement, etc.?

ALLOTMENT OF FUNDS TO STATES, 1917-18.

The accompanying table shows the allotments of Federal appropriations by the Smith-Hughes Act for the fiscal year 1917-18. It will be noted that these allotments are made on the basis of the population of territorial United States with the population of the District of Columbia omitted, for the reason that the act makes no provision for the promotion of vocational education in the District of Columbia.

Allotment to the States for the fiscal year 1917-18 of appropriations by the Smith-Hughes Act for the promotion of vocational education.

Allotment for the fiscal year 1917-18, ending June 30.		Allotted on the basis of population.						Special allotment to guarantee minimum of \$5,000.			
Region or State.		Total.				Agriculture. For salaries of teachers, supervisors, and directors.		Trade, home economics, and industry. For salaries of teachers.		Teacher training. For salaries of teachers and maintenance of teacher-training.	
		Total.	Agriculture. For salaries of teachers, supervisors, and directors.	Trade, home economics, and industry. For salaries of teachers.	Teacher training. For salaries of teachers and maintenance of teacher-training.	Total.	Agriculture. For salaries of teachers, supervisors, and directors.	Trade, home economics, and industry. For salaries of teachers.	Teacher training. For salaries of teachers and maintenance of teacher-training.	Total.	Special allotment to guarantee minimum of \$5,000.
UNITED STATES.....		\$1,655,586.72	\$547,027.79	\$564,444.89	\$544,114.04	\$1,500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$44,114.04
<i>Regions.</i>											
I. North Atlantic.....		505,023.06	98,118.69	244,938.63	161,905.74	460,284.22	75,303.08	235,669.24	149,311.90	44,738.84	
Maine.....		15,000.00	5,000.00	5,000.00	5,000.00	12,216.92	3,656.90	4,509.60	4,050.42	2,763.08	
New Hampshire.....		15,000.00	5,000.00	5,000.00	5,000.00	7,143.01	1,777.88	3,013.90	2,848.23	7,856.99	
Vermont.....		15,000.00	5,000.00	5,000.00	5,000.00	5,834.24	1,894.80	3,035.32	1,942.12	9,165.76	
Massachusetts.....		60,316.96	5,000.00	36,949.59	18,367.37	57,759.25	2,442.29	36,949.59	18,367.37	2,897.71	
Rhode Island.....		16,202.71	5,000.00	6,202.71	5,000.00	9,345.15	1,819.33	6,202.71	2,960.51	6,857.71	
Connecticut.....		22,902.76	5,000.00	11,820.58	6,082.18	19,067.09	1,164.33	11,820.58	6,082.18	3,585.67	
New York.....		154,210.39	19,535.60	84,950.35	49,724.44	154,210.39	19,535.60	84,950.35	49,724.44	13,642.94	
New Jersey.....		42,773.58	6,382.69	22,547.95	13,822.94	42,773.58	6,382.69	22,547.95	13,822.94	1,521.32	
Pennsylvania.....		127,312.10	30,744.79	54,745.99	41,821.32	127,312.10	30,744.79	54,745.99	41,821.32	1,103.88	
Delaware.....		15,000.00	5,000.00	5,000.00	5,000.00	3,317.93	1,066.26	1,147.79	1,103.88	3,933.74	
Maryland.....		21,304.56	6,455.61	7,781.46	7,067.49	21,304.56	6,455.61	7,781.46	7,067.49	11,682.07	
II. Southern.....											
Virginia.....		32,942.00	16,059.97	5,633.75	11,248.28	32,942.00	16,059.97	5,633.75	11,248.28	1,234.85	
North Carolina.....		36,164.85	19,127.21	5,000.00	12,037.64	34,980.00	19,127.21	3,763.15	12,037.64	1,234.85	

South Carolina.....	26,344.08	13,075.96	5,000.00	8,268.12	24,002.15	13,075.96	2,658.07	8,268.12	2,341.93	2,341.93
Georgia.....	41,881.59	20,977.89	6,368.18	14,235.52	41,581.59	20,977.89	6,368.18	14,235.52	.....	.....
Florida.....	15,405.79	5,405.79	5,000.00	5,000.00	12,102.50	5,405.79	2,590.07	4,106.34	3,303.59	.....
Tennessee.....	34,802.10	17,667.51	5,214.25	11,920.34	34,802.10	17,667.51	5,214.25	11,920.34	2,409.93	\$893.66
Alabama.....	34,575.42	17,909.85	5,000.00	11,665.57	33,954.83	17,909.85	4,379.41	11,665.57	620.59	.....
Mississippi.....	30,912.95	16,107.79	5,000.00	8,805.16	28,363.88	16,107.79	2,450.93	8,805.16	2,549.07	.....
Arkansas.....	27,488.96	13,898.67	5,000.00	9,590.29	24,885.15	13,898.67	2,396.19	9,590.29	2,603.81	.....
Louisiana.....	26,659.16	11,751.76	5,000.00	5,000.00	26,659.16	11,751.76	5,870.05	9,037.35	.....	.....
Texas.....	62,325.20	29,974.72	11,090.71	21,259.77	62,325.20	29,974.72	11,090.71	21,259.77	.....	.....
<i>III. East Central.</i>										
West Virginia.....	21,722.27	10,059.77	5,000.00	6,662.50	19,420.66	10,059.77	2,698.39	6,662.50	2,301.61	.....
Ohio.....	78,815.42	21,297.12	31,508.60	12,493.86	78,815.42	21,297.12	31,508.60	12,493.86	.....	.....
Kentucky.....	36,634.04	17,573.48	6,566.70	12,493.86	36,634.04	17,573.48	6,566.70	12,493.86	.....	.....
Michigan.....	46,048.41	15,688.95	15,688.95	15,332.48	46,048.41	15,688.95	15,332.48	15,332.48	.....	.....
Indiana.....	44,034.97	15,775.85	13,522.97	14,736.15	44,034.97	15,775.85	13,522.97	14,736.15	.....	.....
Wisconsin.....	38,078.95	13,470.82	11,873.55	12,733.68	38,078.95	13,470.82	11,873.55	12,733.68	.....	.....
Illinois.....	93,772.25	21,901.83	41,105.92	30,764.50	93,772.25	21,901.83	41,105.92	30,764.50	.....	.....
Iowa.....	33,793.59	12,415.82	10,052.58	11,325.19	33,793.59	12,415.82	10,052.58	11,325.19	.....	.....
Minnesota.....	35,829.39	15,650.98	8,039.92	12,138.49	35,829.39	15,650.98	8,039.92	12,138.49	.....	.....
Missouri.....	53,701.27	19,195.15	16,537.48	17,968.64	53,701.27	19,195.15	16,537.48	17,968.64	.....	.....
<i>IV. West Central.</i>										
North Dakota.....	15,205.99	5,205.99	5,000.00	5,000.00	9,102.05	5,205.99	747.61	3,148.45	6,103.94	.....
South Dakota.....	15,139.07	5,139.07	5,000.00	5,000.00	9,231.27	5,139.07	906.47	3,185.73	5,907.80	1,851.55
Nebraska.....	20,434.70	8,929.91	5,000.00	6,504.79	19,109.74	8,929.91	3,675.04	6,504.79	1,324.96	1,814.27
Kansas.....	27,193.28	12,129.54	5,837.82	9,225.92	27,193.28	12,129.54	5,837.82	9,225.92	.....	.....
Oklahoma.....	27,857.95	13,546.41	5,000.00	9,041.54	26,372.98	13,546.41	3,785.03	9,041.54	1,214.97	.....
Montana.....	15,000.00	5,000.00	5,000.00	5,000.00	6,087.47	2,458.34	1,577.36	2,051.77	1,214.97	.....
Wyoming.....	15,000.00	5,000.00	5,000.00	5,000.00	2,348.37	1,041.00	510.98	2,541.66	3,422.64	2,948.23
Colorado.....	15,000.00	5,000.00	5,000.00	5,000.00	13,139.58	3,993.85	4,786.21	3,959.00	4,439.02	2,982.61
New Mexico.....	15,000.00	5,000.00	5,000.00	5,000.00	5,180.69	2,844.34	550.58	1,006.15	213.79	640.48
<i>V. Pacific.</i>										
Idaho.....	15,000.00	5,000.00	5,000.00	5,000.00	5,193.53	2,590.70	826.37	1,776.46	2,409.30	3,223.54
Utah.....	15,000.00	5,000.00	5,000.00	5,000.00	6,112.15	2,030.61	2,047.51	2,037.03	2,969.39	2,962.97
Arizona.....	15,000.00	5,000.00	5,000.00	5,000.00	3,292.42	1,429.56	747.80	3,570.44	3,552.11	3,885.03
Nevada.....	15,000.00	5,000.00	5,000.00	5,000.00	1,298.87	694.12	158.03	446.72	4,305.88	4,553.28
Washington.....	18,825.02	7,158.87	5,000.00	6,230.77	18,825.02	7,158.87	7,158.87	6,230.77	1,369.79	1,329.35
Oregon.....	15,000.00	5,000.00	5,000.00	5,000.00	11,006.16	3,705.30	3,630.21	3,670.65	1,294.70	.....
California.....	39,545.89	9,197.88	17,375.96	12,972.05	39,545.89	9,197.88	17,375.96	12,972.05	.....	.....

RESPONSE OF STATES TO THE SMITH-HUGHES ACT.**ALABAMA.**

As the State legislature did not meet in 1917, the Federal act was accepted by the governor, and a board of seven members was appointed to cooperate with the Federal board in the administration of the provisions of the act.

Address all communications to Spright Dowell, State superintendent of public instruction, Montgomery.

ARIZONA.

The Federal act was accepted by State statute approved March 12, 1917. The State board of education was designated as the board to cooperate with the Federal board. The State statute appropriated a sum of money sufficient to meet the requirements of the Federal act, provided said sum shall not be less than \$15,000 annually. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to C. O. Case, State superintendent of public instruction, Phoenix.

ARKANSAS.

The Federal act was accepted by State statute approved March 6, 1917. The State board of education was designated as the board to represent the State. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$13,898.67 for agriculture; \$5,000 for trade, home economics and industry; and \$8,590.29 for teacher-training; total, \$27,488.96.

Address all communications to J. L. Bond, State superintendent of public instruction, Little Rock.

CALIFORNIA.

The Federal act was accepted by State statute approved May 31, 1917. The State board of education was designated as the administrative board and a vocational education fund created to be composed of funds received from the Federal Government and a like amount to be transferred from the general funds of the State. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$9,197.88 for agriculture; \$17,375.96 for trade, home economics and industry; and \$12,972.05 for teacher-training; total, \$39,545.89.

Address all communications to E. R. Snyder, commissioner of education, Sacramento.

COLORADO.

The Federal act was accepted by State statute approved April 10, 1917. The State board of agriculture was designated as the State board and was authorized to act until the constitution of the State was amended so as to provide for an appointive board of education. The act provides that funds appropriated for the maintenance and support of institutions and schools under control of the board are available for defraying cost of administration of the State and Federal acts and also for meeting the Federal appropriation.

Address all communications to A. A. Edwards, State board of agriculture, Fort Collins.

CONNECTICUT.

The Federal act was accepted by State statute approved May 17, 1917. The State board of education was authorized to cooperate with the Federal board. An appropriation of \$23,000 was made to carry out the provisions of the Federal act.

Address all communications to Charles D. Hine, secretary, State board of education, Hartford.

DELAWARE.

The Federal act was accepted by State statute approved April 2, 1917. The State board of education was designated to act for the State. An appropriation of \$30,000 was made—\$15,000 for the year ending June 30, 1918; \$15,000 for the year ending June 30, 1919. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to A. R. Spaid, commissioner of education, Dover.

FLORIDA.

The Federal act was accepted by State statute approved June 5, 1917. The board of education was created the State vocational education board, and the good faith of the State was pledged to make available funds sufficient at least to equal the sums allotted from the appropriations made by the Federal act and to meet all conditions necessary to entitle the State to the benefits of said act. The State statute also appropriated \$15,500 available for the year ending July 1, 1918, and \$18,840 for the year ending July 1, 1919.

Address all communications to W. N. Sheats, State superintendent of public instruction, Tallahassee.

GEORGIA.

The Federal act was accepted by State statute and a State Board of Vocational Education was created to cooperate with the Federal board. The State board, in offsetting Federal appropriations, was directed to take advantage of whatever appropriations the State of Georgia makes to local schools, municipal, county, district agricultural schools, normal schools and the teacher-training department of the University of Georgia, in order to secure funds, and also to take advantage, if permissible, of any appropriations made by any municipality or county of the State to any school of a vocational character. To make up any deficiencies that may occur, the board was empowered to use, so far as may be necessary, \$15,000 from any funds not otherwise appropriated in the State treasury. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18; \$20,977.89 for agriculture, \$6,368.18 for trade, home economics and industry, and \$14,235.62 for teacher-training; total, \$41,581.69.

Address all communications to M. L. Brittain, State superintendent of schools, Atlanta.

IDAHO.

The Federal act was accepted by the governor, October 31, 1917, and the State board of education was created to cooperate with the Federal board.

Address all communications to E. A. Bryan, commissioner of education, Boise.

ILLINOIS.

The Federal act was accepted by the governor, and a State board for vocational education was created to cooperate with the Federal board.

Address all communications to F. W. Shepardson, State board for vocational education, Springfield.

INDIANA.

The Federal act was accepted by State statute approved March 7, 1917. The board of education was designated as State board. By previous legislation, State funds are available for the support of schools and classes receiving Federal moneys under the Smith-Hughes Act.

Address all communications to Horace Ellis, State superintendent of public instruction, Indianapolis.

IOWA.

The Federal act was accepted by State statute approved April 23, 1917, and the State Board for Vocational Education was designated to cooperate with the Federal board and authorized to make such expenditures for the salaries of assistants and for such office and other expenses as it may deem necessary to the proper administration of the funds allotted under the provisions of the Federal act. By act approved April 21, 1917, \$2,500 was appropriated for the expenses of the board. This act also provided that in order to meet the requirements, the local community must expend an amount equal to the amount of Federal money received, and authorized boards of directors of school districts to carry on vocational instruction and to pay the expenses of such instruction in the same way as the expenses for other subjects in public schools are now paid.

Address all communications to A. M. Deyoe, State superintendent of public instruction, Des Moines.

KANSAS.

The Federal act was accepted by State statute approved March 12, 1917. The board of education was designated as State board, and \$32,000 was appropriated for the fiscal year ending June 30, 1918, and \$45,000 for the fiscal year ending June 30, 1919.

Address all communications to W. D. Ross, State superintendent of public instruction, Topeka.

KENTUCKY.

The Federal act was accepted by the governor in a letter dated August 31, 1917. The board of education was designated as State board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$17,573.48 for agriculture; \$6,566.70 for trade, home economics and industry; and \$12,493.86 for teacher-training; total, \$36,634.04.

Address all communications to V. O. Gilbert, State superintendent of public instruction, Frankfort.

LOUISIANA.

The Federal act was accepted by the governor. The board of education designated as State board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$11,751.76 for agriculture; \$5,870.05 for trade, home economics and industry; and \$9,037.35 for teacher-training; total, \$26,659.16.

Address all communications to T. H. Harris, State superintendent of public instruction, Baton Rouge.

MAINE.

The Federal act was accepted by State statute and a board created consisting of three members to cooperate with the Federal board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to A. O. Thomas, State superintendent of public instruction, Augusta.

MARYLAND.

The Federal act was accepted by the governor and the board of education designated as State board.

Address all communications to M. Bates Stephens, State superintendent of public instruction, Annapolis.

MASSACHUSETTS.

The Federal act was accepted by State statute approved May 2, 1917, and the board of education designated as State board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$36,949.59 for trade, home economics and industry; and \$18,367.37 for teacher training; total, \$60,316.96. By previous legislation State funds are available for the support of schools and classes receiving Federal money under the Smith-Hughes Act.

Address all communications to Payson Smith, State commissioner of education, Boston.

MICHIGAN.

The Federal act was accepted by State statute approved May 5, 1917. A board consisting of four members was created as the State board of control for vocational education to cooperate with the Federal board in administering the provisions of the act, and was authorized to incur such expenditures for office administration and other incidental expenses as it may deem necessary to the proper administration of the funds allotted to the State under the provisions of the Federal act. A sum equal to the allotment of Federal funds to be paid to institutions engaged in training teachers of vocational subjects was appropriated. The act also provided that schools receiving benefits of Federal funds were to appropriate for salaries of instructors one-half of the Federal allotment, the balance needed to meet Federal funds to be appropriated from the State treasury.

Address all communications to F. L. Keeler, State superintendent of public instruction, Lansing.

MINNESOTA.

The Federal act was accepted by State statute approved April 21, 1917. The State high-school board was authorized to cooperate with the Federal board and also authorized to make such expenditures as were necessary to carry out the provisions of the act from moneys available for the purposes of State act.

Address all communications to C. J. Schulz, State superintendent of education, St. Paul.

MISSISSIPPI.

The Federal act was accepted by State statute approved October 11, 1917. A State board for vocational education was created to cooperate with the Federal board, and the good faith of State was pledged to make available funds sufficient at least to equal the sums allotted from the appropriations made by the Federal act and to meet all conditions necessary to entitle the State to the benefits of said act. An appropriation of \$1,450 was made for such expenses as were necessary to enable the State to meet its share of the cost of cooperation from July 1, 1917, to January 1, 1918.

Address all communications to W. F. Bond, State superintendent of public instruction, Jackson.

MISSOURI.

The Federal act was accepted by State statute approved March 15, 1917. The board of education was designated as the State board and was authorized to incur necessary expenditures for salaries of assistants. Schools and institutions receiving benefits of Federal moneys are declared by the act to be entitled to receive for salaries of teachers an allotment of State moneys equal in amount to the Federal funds received.

Address all communications to Uel W. Lamkin, State superintendent of public instruction, Jefferson City.

MONTANA.

The Federal act was accepted by State statute approved March 5, 1917. The board of education was designated as State board, and \$15,000 was appropriated for the year ending February 28, 1918; \$15,000 for the year ending February 28, 1919.

Address all communications to May Trumper, State superintendent of public instruction, Helena.

NEBRASKA.

The Federal act was accepted by State statute. A State board for vocational education was created to cooperate with the Federal board, and the good faith of the State was pledged to make available

funds sufficient at least to equal the sums allotted from the appropriations made by the Federal act and to meet all conditions necessary to entitle the State to the benefits of said act. An appropriation of \$2,500 was made to defray the expense of the State board, and an additional sum of \$18,500 was appropriated to enable the State to meet its share of the cost of cooperation under the Federal act.

Address all communications to W. E. Clemmons, State superintendent of public instruction, Lincoln.

NEVADA.

The Federal act was accepted by State statute approved March 24, 1917. The board of education was designated as State board, and \$30,000 was made available in the biennial period beginning July 1, 1917. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture, \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to J. E. Bray, State superintendent of public instruction, Carson City.

NEW HAMPSHIRE.

The Federal act was accepted by State statute approved April 19, 1917. The State Board for Vocational Education was created, and the good faith of the State was pledged to make available funds sufficient at least to equal Federal allotment.

Address all communications to E. W. Butterfield, State superintendent of public instruction, Concord.

NEW JERSEY.

The Federal act was accepted by State statute approved March 24, 1917. The board of education was designated as State board. The State statute appropriated each year a sum not less than the maximum which the State can receive for training of teachers under the Federal act for the ensuing year; also each year a sum not less than \$1,000 for salaries of teachers, supervisors, or directors of agricultural subjects in order to secure for the State the advantages of supervision of agricultural subjects. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$6,382.69 for agriculture; \$22,547.95 for trade, home economics and industry; and \$13,842.94 for teacher-training; total, \$42,773.58.

Address all communications to Calvin N. Kendall, commissioner of education, Trenton.

NEW MEXICO.

The Federal act was accepted by State statute approved May 5, 1917. The board of education was designated as State board, and \$15,000 was appropriated each year for two years. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to J. H. Wagner, State superintendent of public instruction, Santa Fe.

NEW YORK.

The Federal act was accepted by State statute approved May 21, 1917. Regents of the University of the State of New York were designated as State board to cooperate with Federal board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$19,535.60 for agriculture; \$84,950.35 for trade, home economics and industry; and \$49,724.44 for teacher-training; total, \$154,210.39. By previous legislation, State funds are available for the support of schools and classes receiving Federal moneys under the Smith-Hughes Act.

Address all communications to John H. Finley, State commissioner of education, Albany.

NORTH CAROLINA.

The Federal act was accepted by State statute and a State Board for Vocational Education created.

Address all communications to J. Y. Joyner, State superintendent of public instruction, Raleigh.

NORTH DAKOTA.

(No record in the files of acceptance by either State statute or governor.)

OHIO.

The Federal act was accepted by State statute approved March 30, 1917. A State board was created, consisting of the superintendent of public instruction and six members to be appointed by the governor. The statute provides that any schools and institutions receiving benefits of Federal money should be entitled to receive allotment of State money for salaries of teachers equal in amount to the amount of Federal money received. The State board is to recommend to each session of the legislature the amounts of money to be appropriated.

Address all communications to Alfred Vivian, dean, Ohio State University, Columbus.

OKLAHOMA.

The Federal act was accepted by State statute approved March 24, 1917. A State board for vocational education, composed of five members, was created to cooperate with the Federal board, and the good faith of the State was pledged to make available funds sufficient at least to equal the sums allotted to the State under the provisions of the Federal act and to meet all conditions necessary to entitle the State to the benefits of that act. The sum of \$70,832 was appropriated; \$35,416 for the fiscal year 1917-18, and a like amount for the fiscal year 1918-19. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18; \$13,546.41 for agriculture, \$5,000 for trade, home economics and industry, and \$9,041.54 for teacher-training; total, \$27,587.95.

Address all communications to S. M. Barrett, State board of education, Oklahoma City.

OREGON.

The Federal act was accepted by an executive document dated May 12, 1917, and the good faith of the State was pledged to make available funds sufficient at least to equal the sums allotted from appropriations made by Federal act and to meet all conditions necessary to entitle the State to the benefits of the Federal act. Five persons were appointed by the governor to act as the State board to cooperate with the Federal board.

Address all communications to J. A. Churchill, State superintendent of public instruction, Salem.

PENNSYLVANIA.

The Federal act was accepted by State statute approved July 11, 1917, and the board of education of the State was designated as State board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$30,744.79 for agriculture; \$54,745.99 for trade, home economics and industry; and \$41,821.32 for teacher-training; total, \$127,312.10. By previous legislation State funds are available for the support of schools and classes receiving Federal moneys under the Smith-Hughes Act.

Address all communications to Nathan C. Schaeffer, State superintendent of public instruction, Harrisburg.

RHODE ISLAND.

(No record of acceptance of act.)

SOUTH CAROLINA.

The Federal act was accepted by State statute approved February 27, 1917. The board of education was designated as State board. By another statute provision was made for the teaching of agriculture in the public schools of the State to be under State supervision, and \$10,000 was annually appropriated for this purpose. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18; \$13,075.96 for agriculture, \$5,000 for trade, home economics and industry, and \$8,268.12 for teacher-training; total, \$26,344.08.

Address all communications to J. E. Swearingen, State superintendent of public instruction, Columbia.

SOUTH DAKOTA.

The Federal act was accepted by State statute approved March 10, 1917, effective July 1, 1917. A State board, composed of seven members, was created to cooperate with the Federal board. The State board of regents of education was directed to designate institutions in which classes for teacher-training should be maintained and to apportion to institutions so designated the Federal aid received for such purpose, and also apportion from the funds appropriated by the State for the maintenance of such institutions a sum equal to such Federal aid.

Address all communications to C. H. Lugg, State superintendent of public instruction, Pierre.

TENNESSEE.

The Federal act was accepted by State statute approved March 31, 1917. The board of education of the State was designated as State board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$17,667.51 for agriculture; \$5,214.25 for trade, home economics and industry; and \$11,920.34 for teacher-training; total, \$34,802.10.

Address all communications to P. L. Harned, chairman, State board of education, Nashville.

TEXAS.

The Federal act was accepted by State statute. The board of education was designated as the State board to cooperate with the Federal board, and the good faith of the State was pledged to make available funds sufficient at least to equal sums allotted under the Federal act and to meet all conditions necessary to entitle the State to the benefits of that act. For the scholastic year 1917-18, \$28,950

was appropriated for agricultural education, \$11,000 for industrial and home economics education, \$21,200 for training teachers. For the scholastic year 1918-19, \$44,925 was appropriated for agricultural education, \$16,500 for home economics and industrial subjects, and \$29,580 for teacher-training. Certified by Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18, \$29,974.72 for agriculture.

Address all communications to W. F. Doughty, State superintendent of public instruction, Austin.

UTAH.

The Federal act was accepted by State statute approved March 17, 1917. The board of education of the State was designated as State board. A special fund was created known as Federal Vocational Education Fund of Utah. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$5,000 for agriculture; \$5,000 for trade, home economics and industry; and \$5,000 for teacher-training; total, \$15,000.

Address all communications to E. G. Gowans, State superintendent of public instruction, Salt Lake City.

VERMONT.

The Federal act was accepted by State statute, the board of education designated as State board, and \$30,000 was appropriated for the purpose of carrying out the provisions of the act.

Address all communications to Milo B. Hillegas, commissioner of education, Montpelier.

VIRGINIA.

The Federal act was accepted by proclamation of the governor dated March 28, 1917. The board of education of the State was designated as State board, and the good faith of the State was pledged to make available funds sufficient at least to equal the sums allotted by Federal act and to meet all conditions necessary to entitle the State to the benefits of the act. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$16,059.97 for agriculture, \$5,633.75 for trade, home economics and industry, and \$11,248.28 for teacher-training; total, \$32,942.

Address all communications to J. A. C. Chandler, State board for vocational education, Richmond.

WASHINGTON.

The Federal act was accepted by an item in the State appropriation act. The board of education was designated as State board, and \$12,000 appropriated.

Address all communications to Mrs. J. C. Preston, State superintendent of public instruction, Olympia.

WEST VIRGINIA.

The Federal act was accepted by State statute and the State board of regents was designated as board to cooperate with Federal board. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$10,059.77 for agriculture; \$5,000 for trade, home economics and industry; and \$6,662.50 for teacher-training; total, \$21,722.27.

Address all communications to J. F. Marsh, State board of regents, Charleston.

WISCONSIN.

The Federal act was accepted by State statute. The State board of industrial education was designated as the board to cooperate with Federal board, authorized to employ a director of vocational education and assistants for the development and supervision of industrial education. Certified by the Federal board to the Secretary of the Treasury as being entitled to receive Federal moneys for the year 1917-18: \$13,470.82 for agriculture; \$11,873.55 for trade, home economics and industry; and \$12,733.68 for teacher-training; total, \$38,078.05. By previous legislation, State funds are available for the support of schools and classes receiving Federal moneys under the Smith-Hughes Act.

Address all communications to F. L. Glynn, secretary, State board for vocational education, Madison.

WYOMING.

The Federal act was accepted by State statute. The board of education was designated as State board, and \$3,000 was appropriated.

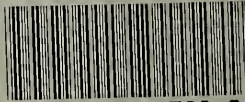
Address all communications to J. O. Creager, secretary, State board of education, Cheyenne.

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